

MontCAS Preparation to Improve Reading Test Scores by Linda Jones

Teacher Practice:

Teacher stresses that every time a student looks at the text we read the title first, then any italicized text, and before we attack text, we look at the constructed response to set our purpose as we read.

Examine rubric for writing prompt every time.

Discuss proven point makers:

- 1) Rewrite prompt as opening green
- 2) Be very aware of all that the response is asking of you
- 3) Be sure that your writing addresses the entire prompt
- 4) Take quotes from text to prove support from text
- 5) Make schema connections at end of written response whenever possible
 - a. text to text
 - b. text to self
 - c. text to world

Teacher should choose difficult pieces of text and, using the technique of “think – aloud,” walk the students through it, from the title to the constructed response. This allows students to see the reading strategy demonstrated in class.

Teacher will use student’s writing (anonymously) as examples on the overhead and have students critique according to rubric and "Step Up To Writing" format.

Test Analysis and Writing Process:

Guided Reading by teacher: students mark text looking for supporting details designed to help them answer the constructed response, they then turn in both the writing and the marked text so instructor can gauge understanding of the question and concept behind it. This is also excellent when used by content teachers with a lined sticky note instead of marking text.

Guided Reading by teacher: small group writing using sentence strips; large group share out -

- **Blue** for the ‘Hook’
- **Green** for the “opening or topic sentence” and “closing” sentences

- **Yellow** for “reason, detail and fact”
- **Red** for “explain or examples”

Guided Reading by teacher: Pair/Share writing with color-coded sticky notes.
Solo write with Guided Reading by teacher: use Position/Statement, Reasons and Supporting Detail Graphic Organizer to emphasize organization and use of relevant text to justify rationale.

Solo write with Guided Reading by teacher: after writing the constructed response then analyze writing according to "Step Up to Writing" format by using color-coded note cards. This is the opportunity for the student to make their writing clearer and more detailed, always justifying from text.

Solo read and write, again using color coded note cards
Solo work on both: using movable colored dots to clarify "Step Up to Writing" format and self-evaluate writing for format and content.

At this point, all students should be able to assign a point value to their work and to rationalize the score given.

Same format as before only both self and partner evaluate according to rubric.

Reading Strategies:

Determining Importance: this strategy works with ideas in text that the student understands are important for either comprehending content material or answering the constructed response

Best Guess and Check: a crucial strategy for understanding text and unfamiliar vocabulary in context, this includes word recognition, word analysis (prefixes, suffixes or compound)

Repair Comprehension: the strategy that allows you as the reader to pinpoint the place where you ‘broke – down’ in the reading process and to re-think and re-read to decide what you need to do to reach understanding.

Schema or Activation of background knowledge: all proficient readers connect the text they are reading to their own background information. There are three types of connections: Text to Text, Text to Self and Text to World.